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# The Application of Jurisprudential Inquiry Learning Model to Improve Students' Social Sensitivity and Learning Achievement

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### *Abstract*

*Jurisprudential Inquiry, is problem-solving orientated learning, especially related to the application of learning materials in real life. As long as students do problem-solving activities. Jurisprudential Inquiry will run effectively, if the application of learning centres on student activities, namely by developing students' ability to solve problems in real life (contextual), fostering reflective thinking, helping development in the active involvement of students in the learning process. The objectives of this study are: 1) Describing the application of the Jurisprudential Inquiry learning model can increase students' social sensitivity at SMA N 2 Bengkulu Utara. 2) Describing the application of the Jurisprudential Inquiry learning model can improve student learning achievement at SMA N 2 Bengkulu Utara. 3) Describe the application of the Jurisprudential Inquiry learning model can improve student learning achievement at SMA N 2 Bengkulu Utara. The research was conducted at SMA N 2 Bengkulu Utara on 23-25 January 2023. The research sample was XI IPS 1 and 2 class students with a total population of 50 people. Sampling technique using simple random sample research method. quantitative. The research instrument was carried out by classroom action research followed by a quasi-experiment by comparing the treatment of two different classes between the control class and the experimental class. Data collection techniques in this study used subject teacher observation data and questionnaires. The instrument used is an observation instrument sheet, questionnaire analysis Data analysis techniques using a Likert scale.Based on the results of observations and questionnaire results that students want a variety of learning models, one of which is the Jurisprudential Inquiry model.*

*Keywords: Inquiry Juisprudential Learning Model, Learning Achievement, Social Sensitivity*

## A. Introduction

The quality of education is still a problem that is continuously being improved by the government. To improve the quality of national education, the government has made various efforts such as updating the curriculum, improving the quality of teachers, improving textbooks, adding teaching aids, and other efforts related to improving the quality of education.

Alking about the quality of Indonesian education cannot be separated from learning activities. The expected result of learning activities is good learning achievement. To achieve optimal learning achievement is inseparable from conditions where students can learn effectively and can develop their exploration power.

Apart from being a facilitator, teachers must be creative and have interesting ways of learning, one of which is by using a variety of learning models, so that students are not bored and bored in learning.

People who do not have an interest in a particular subject. it is difficult to achieve optimal study success, someone who is interested in a subject is expected to achieve optimal learning results [1].

Learning models according to Suprahatiningrum [2] is a conceptual framework that describes systematic learning procedures to manage students' learning experiences so that certain desired learning objectives can be achieved.

According to Joyce, Weil, and Calhoun (in Warsono and Hariyanto) a learning model is a description of the learning environment which includes the teacher's behaviour in carrying out learning [3].

According to Arend (in Mulyono), a learning model is a conceptual framework that describes systematic procedures for organising learning experiences to achieve learning competencies [4]. Trianto defines learning models as patterns that are used as guidelines for designing classroom or tutorial learning [5].

The Jurisprudential Inquiry model developed by Donal Oliver James P. Shaver (in Wena) [6], this learning model is designed to train students' ability to process information and be able to solve problems that occur in society, a frame of reference and a way of thinking about problems that exist in society so that it can create a sense of social sensitivity.

Uno [7] argues that the Jurisprudential Inquiry learning model helps students to learn to think systematically about contemporary issues that are happening in society. So it can be concluded that the Jurisprudential Inquiry learning model strategy has a direct effect on students to master the ability to analyse problems, the ability to dialogue with others, motivate to engage in social activities and arouse the desire for social action, nurture the values of fluralism and respect for other people's points of view, also support the use of emotions in responding to social policies.

By giving them ways to analyse and discuss social issues, this learning model helps students to participate in social values. Jurisprudential Inquiry trains students to be sensitive to social issues.

Based on the above opinion, it can be concluded that the learning model is a guide for teachers in carrying out the teaching and learning process in the classroom, which includes approaches, strategies and learning methods. One of the learning models that is considered effective to improve the teaching and learning process is the Jurisprudential Inquiry model.

Tondok explained that social sensitivity can simply be interpreted as a person's ability to react to certain social objects or situations around him [8]. Sensitised in the Indonesian dictionary (KBBI) is easy to feel, easily aroused, easy to move not negligent, easy to move not negligent, easy to accept or pass on influence.

Rohima thinks that social sensitivity is a person's ability to react quickly and appropriately to certain social objects or situations around them. Social care or social sensitivity is also related to self-will and character that already exists within a person to empathise or read other people's emotions [9].

So it can be said that social sensitivity is a form of an individual's attention and concern for the situation in the surrounding environment which is done of his own free will. So it can be concluded that social sensitivity is the way we apply it in a concrete form about our concern for the social environment.

Learning is the achievement of quality thinking and action to solve current and future problems faced by the learner [10].

Aswan "Learning is a change in behaviour due to experience and practice. This means changes in behaviour, both in terms of knowledge, skills and attitudes, even covering all aspects of the organism or person" [11].

The cognitive aspect as an indicator in an achievement is as stated by Muhibbin Syah that to measure student achievement in this cognitive field can be done in various ways both with written and oral tests. Evaluation is the highest level that expects students to be able to make judgements and decisions about the value of ideas of impressions that result in changes in individuals as a result of learning activities. Based on the method of products or objects using certain criteria, so the evaluation here is more inclined to be in the form of ordinary assessment than evaluation assessment [12].

Learning achievement is the mastery of knowledge or skills developed by subjects, usually shown by test scores or grades given by teachers. According to Sukmadinata, learning achievement is the realisation or expansion of potential skills or capacities that a person has [13].

According to DJamarah, learning achievement is the result obtained in the form of the description above, teachers using the Jurisprudential Inquiry learning model can improve student learning outcomes as well as have a real impact on increasing students' social sensitivity [14].

## B. Research Method

This research was conducted at SMA N 2 Bengkulu Utara, the research time was held on 23-25 January 2022. the samples taken in this study were students of class XI IPS 1 and XI IPS 2 SMA N 2 Bengkulu Utara as many as 50 students. Data collection techniques in this study using subject teacher observation data and questionnaires. The instrument used is a subject teacher observation instrument sheet, a questionnaire to analyse the needs of students for the learning model which is filled out offline in the form of a printout.

The needs questionnaire analysis data obtained in this study were analysed using a measurement scale that refers to the Likert scale so that the data analysis technique used was quantitative analysis technique. According to Sugiyono [15]. The Likert scale is a rating scale that can be used to measure respondents' opinions, attitudes, or behaviour towards certain questions. The purpose of Likert scale measurement is to convert qualitative responses into quantitative data so that it can be seen how much the respondent agrees or disagrees with the statement received. The term Likert scale is taken from the English Likert Scake which comes from the name of its creator 'Rensis Likert' who is an expert in social psychology from the United States. Rensis Likert stated that there are 5 basic choices used in Likert scale testing ranging from strongly agree (SS) to strongly disagree (STS).

The five basic points in the Likert scale test consist of Strongly Agree (SS), Agree (S), Disagree (KS), Disagree (TS), Strongly Disagree (STS). The form of the answer sheet given by the Likert scale can be seen in table 1

**Table 1.** Value Likert Scor

| Statemen | Score |
|---|---|
| Strongly Agree | 5 |
| Agree | 4 |
| Disgree | 3 |
| Disgree | 2 |
| Strongly Disagree | 1 |

Each item from the students' answers was processed using the questionnaire data management formula by means of data intervals and the results were made with graphic charts. The percentage used to calculate the answer to each question uses the equation.
The way the formula calculates the Likert scale is [15]:

$$T \times Pn$$

In the data analysis process, there are two formulas that need to be known in order to get the final value of the Likert scale questionnaire. The formulas are as follows:
Interval Formula: **I = T/Pn**
Index Formula % : **Score Total / Y x 100**
Description:
  **T** = Total number of respondents who chose
  Pn = Likert score number option
  **I** = Distance range
  **Y** = Highest score

**Index Formula % = Score Total / Y x 100**
Calculating the percent score interval (I):
**I** = 100 / Total Scor (Likert)
Then = 100 / 5 = 20
Result (I) = 20
(This is the interval of distance from the lowest 0% to the highest 100%)

From the measurement of the score interpretation above, the results based on the interval are:
- Number 0%   – 19,99% = Strongly disagree
- Number 20% – 39,99%  = Disagree
- Number 40% – 59,99%  = Disagree
- Number 60% – 79,99%  = Agree
- Number 80% – 100%    = Strongly Agree

**Table 2**. Likert Scale Interpretation Table

| Percentase | Interpretation |
|---|---|
| Number 80% – 100% | Strongly Agree |
| Number 60% – 79,99% | Agree |
| Number 40% – 59,99% | Disgree |
| Number 20% – 39,99% | Disgree |

| Percentase | Interpretation |
|---|---|
| Number 0%   – 19,99% | Strongly Disagree |

## C. Results and Discussion

The purpose of this research is to analyse the needs of students for a learning model at SMA N 2 Bengkulu Utara that is in accordance with the analysis of student characteristics and the analysis of learning characteristics.

### 1. Analysis of Learner Characteristics

This student analysis aims to determine the characteristics of students. This is done so that the learning process can run properly, based on the results of a questionnaire that has been given to students in class XI IPS at SMA N 2 Bengkulu Utara. The implementation was on 23-25 January 2023 with 50 students as respondents.

### 2. Analysis of Learning Characteristics

Furthermore, after conducting a learner analysis, the researcher analyses the material in accordance with the problems faced so that it can be effectively used in the learning process. Through the results of a questionnaire of XI IPS class students regarding the difficulties experienced in understanding geography subject matter during learning. There are problems that arise, namely the learning model so far is boring because in general teachers still use conventional learning models, learning geography should be fun with a variety of varied learning methods. One of them is a model that involves students in learning or student-centred learning.

**Table 3**. Respondents' questionnaire results

| No | Questionnaire | Likert Scale | | | | | Score Total | Indeks (%) | Decision |
|---|---|---|---|---|---|---|---|---|---|
| | | SA | A | D | D | SD | | | |
| 1 | I like geography lessons | 105 | 116 | 0 | 0 | 0 | 221 | 88,40% | Strongly Agree |
| 2 | I easily understand geography lessons delivered by the teacher | 60 | 144 | 6 | 0 | 0 | 210 | 84,00% | Strongly Agree |
| 3 | I enjoy learning geography with group discussions | 50 | 108 | 36 | 0 | 1 | 195 | 78,00% | Agree |
| 4 | I sometimes get bored with the learning model used by the teacher | 35 | 52 | 42 | 30 | 1 | 160 | 64,00% | Agree |
| 5 | I want teachers to use a variety of learning models | 105 | 108 | 6 | 0 | 0 | 219 | 87,60% | Strongly Agree |
| 6 | I like it when learning is linked to real-life social problems | 100 | 100 | 15 | 0 | 0 | 215 | 86,00% | Strongly Agree |
| 7 | I am interested in geography lessons that provide opportunities for argumentation. | 75 | 132 | 3 | 0 | 1 | 211 | 84,40% | Strongly Agree |
| 8 | Geography subjects are difficult to understand if explained only in theory | 20 | 92 | 66 | 2 | 0 | 180 | 72,00% | Agree |
| 9 | Geography is a subject that is difficult to understand. | 0 | 36 | 81 | 22 | 3 | 142 | 56,80% | Disgree |
| 10 | when explaining geography subjects the teacher uses the learning model | 60 | 140 | 9 | 0 | 0 | 209 | 83,60% | Strongly Agree |
| 11 | During this time in learning geography, | 5 | 16 | 60 | 32 | 9 | 122 | 48,80% | Disagree |

| No | Statement | | | | | | Total | Percentage | Category |
|----|-----------|---|---|---|---|---|-------|-----------|----------|
| | teachers do not use learning models. | | | | | | | | |
| 12 | The teacher explains the material using the LCD that has been provided by the school | 50 | 104 | 33 | 4 | 1 | 192 | 76,80% | Agree |
| 13 | Being a student only listening to the teacher's explanation | 5 | 48 | 69 | 22 | 3 | 147 | 58,80% | Disagree |
| 14 | Students only take notes on the material explanation given by the teacher | 55 | 60 | 63 | 4 | 1 | 183 | 73,20% | Agree |
| 15 | The teacher gives assignments in groups | 35 | 124 | 27 | 4 | 1 | 191 | 76,40% | Agree |
| 16 | The teacher provides opportunities for students to explore information related to the material. | 105 | 116 | 0 | 0 | 0 | 221 | 88,40% | Strongly Agree |
| 17 | The teacher guides the class discussion | 70 | 136 | 6 | 0 | 0 | 212 | 84,80% | Strongly Agree |
| 18 | The teacher together with the students summarises the material | 120 | 96 | 6 | 0 | 0 | 222 | 88,80% | |
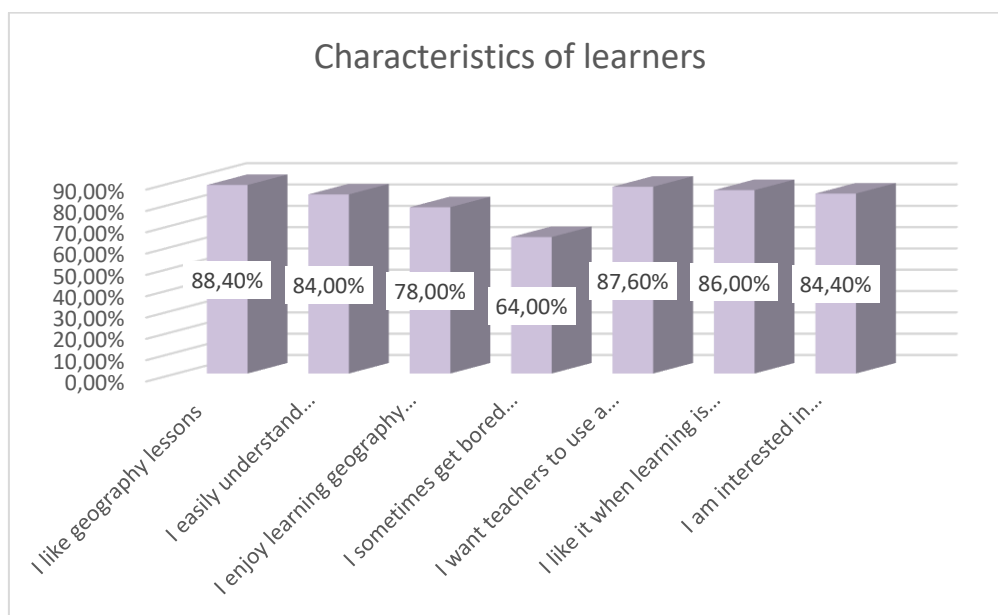


**Figure 1**. Characteristics of learners

Analysis of the characteristics of students can be seen from table 3 of the respondents' results from item numbers 1 to 7. Some problems are seen, namely students sometimes feel bored with the learning methods used by the teacher. And students want teachers to use more varied learning models. Based on the results of respondents about the characteristics of students happy if learning involves students such as group learning so that learning is meaningful and provides opportunities for argumentation so that student learning outcomes are satisfactory, and students strongly agree if geography learning is connected to real life. This is illustrated in graph 1. Characteristics of students
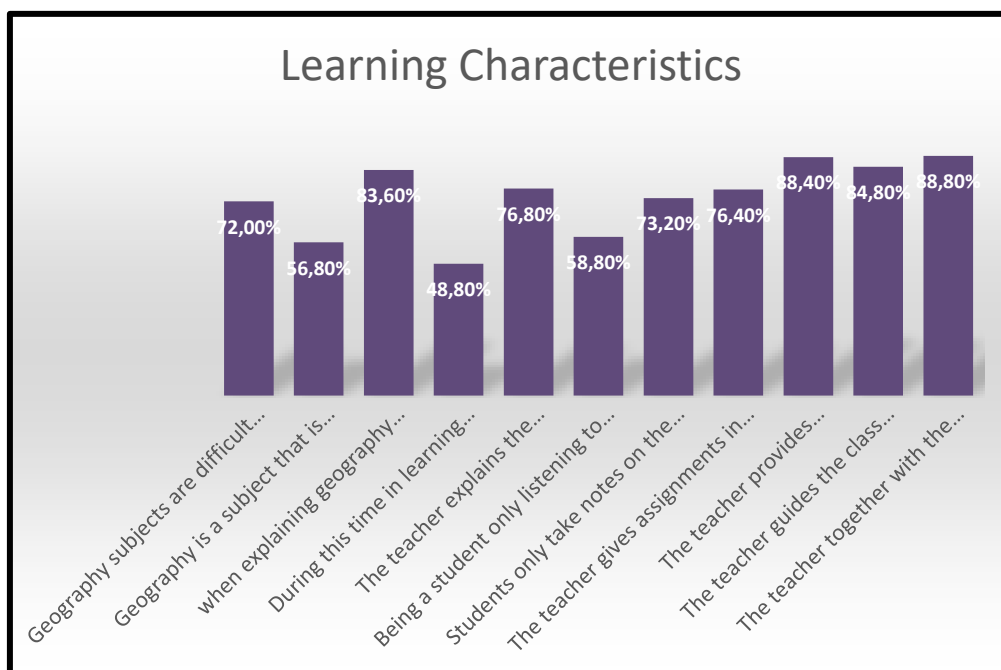
**Figure 2**. Learning Characteristics

Analysis of learning characteristics can be seen in items number 8 to 18 in table 3 and graph 2 learning characteristics. The results of the respondents obtained several problems, namely students find it difficult to understand geography lessons if explained only in theory, so students feel that geography lessons are difficult to understand. The results of these respondents also show that if students want to be given the opportunity to explore information related to the material they get outside of learning so that it is more dancing discussed in the classroom, the learning atmosphere becomes fun.

## D. Conclusion

Based on the results obtained either using observation, questionnaire analysis of students' needs
Based on the results obtained both using observation, analysis of the questionnaire of the needs of students, it is concluded that so far the teaching and learning process, everything is still centred on the subject teacher, dominant learning to the teacher or the term is called teacher centre. Teachers do not provide opportunities for students to explore learning so that students are less independent and do not get a learning experience, because learning is centred on the teacher not on the students (student center). So the right solution is that teachers must use a variety of learning models. so that learning is meaningful and fun, the solution is the application of the Jurisprudential Inquiry learning model, especially in geography subjects. Because this model is problem-based, critical thinking, caring and able to determine positions on issues that occur in society.

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